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ABSTRACT

Project BETA is a Title VII program serving recent immigrant students in three New York City high schools: Koreans at William C. Bryant, Haitians at Springfield Gardens, and Vietnamese at Theodore Roosevelt. Project students receive instruction in English as a second language (ESL) at each site, and Vietnamese students at Theodore Roosevelt receive content-area subjects in their native language. Although initially designed for gifted and telented students, project BETA is open to all limited English proficient (LEP) students in the targeted language groups. In part, the program's objective is to facilitate the mainstreaming of students by instilling in them a sense of pride in their native culture through exposure to their histories and arts, and through formal study of their native languages. Assessment of achievement data in 1983-84, the first year of a three-year funding cycle, found that: (1) the ESL objective was met in the fall at Bryant, and in the spring at Roosevelt; (2) the 85% passing criterion in content-area classes was met only at Roosevelt in science classes (fall) and social studies classes (both semesters), and at Bryant in mathematics and social studies in both semesters; (3) of the 52 students at Bryant for whom data were reported, 96.2% improved in their attitudes toward school and cultural heritage. The project included staff development and parent participation activities. In its first year of operation, Project BETA showed promise in eventually meeting all of its goals and objectives. The report concludes with recommendations for increasing program effectiveness. (KH)

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PROJECT BETA

1983-1984

OEA Evaluation Report

O.E.A. Evaluation Section Report

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Judith S. Torres, Senior Manager

Grant Number: G00-830-2146

PROJECT BETA

1983-1984

Project Director:
Angelo Gatto

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A SUMMARY OF THE REPORT

This multi-site program, in its first year of a three-year funding cycle, served approximately 275 recent immigrant students in grades nine through twelve at three New York City high schools (Koreans at William C. Bryant, Haitians at Springfield Gardens, and Vietnamese at Theodore Roosevelt), by complementing those services already in existence at each school. Project students received instruction in English as a second language (E.S.L.) at each site and in addition, Vietnamese students at Theodore Roosevelt received content-area subjects in their native language. The majority of program students were Asian-born (31 percent were from Korea and 27 percent from Vietnam) and the remaining 42 percent were born in Haiti. Although the project was initially designed for "gifted and talented" Korean, Haitian, and Vietnamese students of limited English proficiency (LEP) at the participating sites, in practice, the program was open to all LEP students in the targeted languages, regardless of academic ability.

The primary goal of Project BETA was to allow gifted and talented bilingual students to participate in programs which had been denied to them because of their limited English proficiency. This objective was part of an attempt to facilitate the mainstreaming of project students by instilling in them a sense of pride in their native cultures through exposure to their histories, arts, and formal study of native languages. Through such exposure, Project BETA hoped to foster a positive self-image among its students, allowing them to improve their overall academic performance and to assimilate quickly into American society, both academically and socially.

The Title VII staff included a director and project coordinator located at the central office, and a resource specialist and educational assistant located at each site. Development activities for staff members included monthly meetings, training by the project director at the central site, participation in each school's meetings and workshops, and attendance at university courses and outside conferences. The project director also held orientation meetings and in-house workshops for program staff. Parents of participating students were involved through Parent Advisory Committee meetings and attendance at E.S.L., high school equivalency, and parent-training classes at each site.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST];) mathematics, science, and social studies (teacher-made tests); attitude toward their heritage (Language Cultural Heritage Attitude Scale); and attitude toward school (program-developed scale). Quantitative analysis of student achievement data indicates that:

--The E.S.L. objective was met by students tested with CREST Level I in the fall at William C. Bryant, and CREST Level I in the spring at Theodore Roosevelt.

--The 85 percent passing criterion in content-area classes was met only at Theodore Roosevelt in science classes (fall) and social studies classes (fall and spring), and at William C. Bryant in mathematics and social studies classes both semesters.

--Of the 52 students at William C. Bryant for whom data were reported, 96.2 percent improved in their attitudes toward school and cultural heritage.

The following recommendations are aimed at improving the overall effectiveness of the program:

--The Division of High Schools might consider entering into a formal agreement with schools which elect to participate in centrally-administered multiple-site programs making explicit those school resources to be provided as a basis for project functioning.

--The project director might facilitate communication among the on-site project coordinators and resource specialists. Project BETA staff members could benefit greatly from the exchange of information and experience concerning their common problems and concerns.

--An attempt might be made to attract mainstream students of the target language populations to extracurricular program activities as a means of sharing experiences with and providing moral support to the more recent immigrants.

--Appropriate facilities and space should be found at Theodore Roosevelt High School for the BETA resource room.

--Native culture courses offered at each site could include aspects of the target groups' immigrant experience and community life. Literature on the immigrant communities is available in the native languages and might become part of the collection in the resource room at each site.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Ida Heyman has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT BILINGUAL EDUCATION TALENT ACADEMY
Project BETA

Project Office:	Office of High School Projects 1171 65th Street, Room 501 Brooklyn, New York 11219
Participating Schools:	William C. Bryant High School 48-10 31st Avenue Long Island City, New York 11103 Springfield Gardens High School 143-10 Springfield Boulevard Springfield Gardens, New York 11413 Theodore Roosevelt High School 500 East Fordham Road Bronx, New York 10458
Year of Operation:	1983-84, first year of three-year funding period
Target Languages:	Korean, Haitian Creole/French, Vietnamese
Number of Participants:	298 Students
Project Director:	Angelo Gatto

I. INTRODUCTION

Project BETA is a multi-site project serving recent immigrant students in three New York City high schools: Koreans at William C. Bryant, Haitians at Springfield Gardens, and Vietnamese at Theodore Roosevelt. The project is overseen by a director and project coordinator (who are also responsible for three other Title VII programs) under the supervision of the Central Office of High School Projects.

All project students lack sufficient English proficiency to function effectively in a mainstream instructional program. Project students, therefore, participate in English as a second language (E.S.L.) classes at each

school. Vietnamese students at Theodore Roosevelt also receive content-area subjects in their native language. Haitian students at Springfield Gardens may participate in content courses offered by that school's French bilingual program.

Project BETA does not formally provide bilingual education in content-area subjects; rather, it complements those services provided by each school. The project provides special resources, including instructional material and teaching personnel, to augment the special needs of those targeted students who are currently being served by regular bilingual or E.S.L. programs at each of the schools.

Although the project was in its first year of implementation, it was fully operational at two of the three sites. The position of the para-professional was vacant in the spring (the time of the site visit) at Theodore Roosevelt High School. In addition, due to difficulties encountered in identifying a Haitian resource specialist competent in French, Haitian Creole, and English, Springfield Gardens did not provide formal native language arts instruction in the fall, as specified in the proposal. This shortcoming however, was remedied in the spring, and all facets of the project should be operational at this site for the 1984-85 academic year.

II. STUDENT CHARACTERISTICS

Bryant High School is located in a racially and ethnically heterogeneous, lower-middle class neighborhood. The area of the Bronx served by Theodore Roosevelt is also ethnically heterogeneous, but its students come mostly from more economically disadvantaged homes. A large majority of the students registered at Springfield Gardens are black and come mostly from lower-middle class homes.

The ethnic groups served by Project BETA comprise less than ten percent of the student body at any of the participating schools. Ethnic data were reported for 78 Korean students served at Bryant, 114 Vietnamese students at Theodore Roosevelt, and 106 Haitian students at Springfield Gardens. (See Table 1.)

The numbers of male and female program students were roughly equal in grades nine, ten, and twelve. There were slightly more males than females in eleventh grade, which was the grade with the largest number of students (see Table 2). A large number of program students (64 percent) were overage for their grade placement (see Table 3): eighty percent of the Vietnamese students at Theodore Roosevelt, 59 percent of the Korean students at Bryant, and 48 percent of the Haitian students at Springfield Gardens were overage (see Table 4).

TABLE 1

Number and Percent of Program Students by

Language and Country of Birth

Language	Country of Birth	Number	Percent
Korean	Korea	78	38
Vietnamese	Vietnam	114	26
Creole	Haiti	106	36
	TOTAL	298	100

- The majority of program students were Asian-born. Thirty-eight percent are from Korea and 26 percent are Vietnamese.
- Thirty-six percent of program students were born in Haiti and are native speakers of Haitian Creole.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	31	50	31	50	62	21
10	35	53	31	47	66	22
11	57	60	40	40	97	33
12	38	53	34	47	72	24
TOTAL	161	54[a]	136	46[a]	297	100

[a]Percent of program students.

- The number of male and female students were roughly equal in grades nine, ten, and twelve. There were slightly more males than females in grade eleven.
- The largest number of program students was in grade eleven.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	7	0	0	0	7
15	14	6	1	0	21
16	14	18	2	2	36
17	11	25	26	9	71
18	7	9	29	17	62
19	3	2	14	22	41
20	2	4	10	10	26
21	2	0	13	1	16
22	0	1	3	3	7
23	0	0	0	2	2
TOTAL	61	65	94	70	290

Note. Shaded boxes indicate expected age range for grade.

All Overage Students

Number	39	41	69	38	187
Percent	64	63	73	54	64

William C. Bryant High School

Number	9	14	17	6	46
Percent	82	61	59	43	59

Springfield Gardens High School

Number	8	13	13	17	51
Percent	38	54	59	43	48

Theodore Roosevelt High School

Number	22	14	39	15	90
Percent	76	73	91	88	80

- Sixty-four percent of the program students are overage for their grade.
- The high percentage of overage Vietnamese students at Theodore Roosevelt (80 percent) reflects the migration and educational history of these students.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	20	11	9	0	40
1 Academic Year	39	45	73	43	200
2 Academic Years[b]	2	8	12	12	34
3 Academic Years[b]	0	1	1	2	4
4 Academic Years[b]	1	0	1	14	16
5 Academic Years[b]	0	0	1	1	2
TOTAL	62	65	97	72	296

[a]Rounded to the nearest year.

[b]Refers to time spent in previous bilingual program.

- Two hundred forty students (81 percent) have been in the program for one year or less.

III. OBJECTIVES

The primary goal of Project BETA, as outlined in the proposal, is to allow gifted and talented bilingual students to participate in programs which have been denied to them because of their limited English proficiency. This objective is part of an attempt to facilitate the mainstreaming of target students by instilling in them a sense of pride in their native cultures through exposure to their history and arts, and the formal study of their native language. It is hoped that such exposure will foster a positive self-image among the students, allowing them to assimilate quickly into American society, academically as well as socially.

More specifically, the project has proposed the following:

- to provide a program of instruction which will enable students to improve their basic skills in the native language and English;
- to encourage and prepare bilingual students so they may graduate and continue their studies, by raising the level of the students' academic achievement in content areas;
- to improve students' performance on standardized examinations including the New York State Reading Competency Tests;
- to familiarize students with opportunities that exist for proficient bilinguals in such fields as teaching, international trade and business, and government and social service through guest lectures and bilingual executive internships in the world of work;
- to act as a "go-between" for the bilingual students, their families, and the regular school staff, who may not be aware of the special needs and problems of the bilingual students.

Through an individualized instructional approach, materials, bilingual personnel, and bicultural activities, the project attempts to improve the overall academic performance of the students.

Specific student achievement objectives for 1983-84 included the following:

- an appropriate increase in English language proficiency as indicated by mastery of two English syntax objectives per twenty days of instruction demonstrated on the appropriate level of the Criterion Referenced English Syntax Test (CREST);
- a significant increase in Haitian Creole, Korean, or Vietnamese language achievement;
- a passing grade of 85 percent or higher in the subject areas of mathematics, science, and social studies;
- an improvement in attitude toward one's heritage as indicated by results on an appropriate Language Cultural Heritage Attitude Scale;
- an improvement in attitude toward school as indicated by results on a five-point scale inventory to measure interest in continuing education beyond their present grade.

Although the project was initially designed for "gifted and talented" Korean, Haitian, and Vietnamese LEP students at the participating sites, in practice, the program was open to all LEP students in the targeted languages, regardless of academic ability. As long as the students lacked English proficiency as determined by a score below the twenty-first percentile on the Language Assessment Battery and were of the appropriate language group they were served by the project. This, however, did not hinder the implementation of the program's student-oriented objectives.

Additionally, the project proposed objectives for staff members and the parents of participating students. These included:

- an increase by staff in their awareness of students' needs and problems as indicated by a five-point inventory scale;
- a demonstration of staff professional growth as indicated by the completion of college courses;
- greater involvement by parents of targeted students than parents of mainstream students, as demonstrated by higher attendance at school functions.

IV. FINDINGS

The following findings are based on classroom observations, interviews with the school administrators, project director, bilingual resource specialists, and educational assistants at each site, and an analysis of student performance data.

PROGRAM IMPLEMENTATION

Project BETA as generally implemented at each of the three sites, provided the following:

- a resource room containing instructional, academic, and cultural materials predominantly in the students' native language;
- a resource specialist, educated in the students' native language and trained in English, who assists students on an individual basis and teaches a course in native language arts/history/culture; and
- an educational assistant fluent in the students' native language who assists the resource specialist with instructional, liaison, and guidance duties.

At Springfield Gardens and Theodore Roosevelt, the project is administered by the assistant principals of the foreign language department. At William C. Bryant, it is administered through the bilingual education department.

There was little, if any, variation in the way the program was implemented at three sites. However, due to the late staffing of the resource specialist position (December 1983), Springfield Gardens could not offer its Haitian students the native language arts/culture/history course during the 1983-84 academic year. However, the course syllabi and the necessary instructional materials have been prepared for use in the 1984-85 academic year.

PROGRAM ACTIVITIES

At both William C. Bryant and Theodore Roosevelt High Schools, where the native language arts/history/culture course was offered, it was taught predominantly in the students' native language. The subject matter covered in the course ranged from the history and literature of their native countries to current events affecting the students' immigrant communities in New York City. This course was most thoroughly developed for the Korean students at William C. Bryant. At Theodore Roosevelt, the course was designed and taught by the school's Chinese bilingual instructor, who was thought by the project director to be most qualified to teach the course. Only at William C. Bryant was there an active effort to highlight the students' native culture through extracurricular school activities.

A member of the evaluation team observed the bilingual resource specialist provide individualized assistance at each of the three sites. The resource room provided the students not only with educational and cultural materials, but functioned as an important gathering place, facilitating academic as well as social exchanges. Each resource specialist, assisted by the paraprofessional, was often engaged in bilingual instruction or liaison duties, mediating between students and their teachers and other school personnel when communication problems arose. Unfortunately, the facilities provided for the Vietnamese resource room at Theodore Roosevelt were shared with other school faculty, and therefore appeared to be inadequate for these functions.

The resource specialist at Springfield Gardens High School was fluent in both French and Creole, which facilitated communication with Haitian students. An extensive interview with the paraprofessional at William C. Bryant revealed that her function was not only to assist the bilingual resource specialist with in-school duties, but entailed extensive contact with parents to facilitate students' academic progress. Emphasizing a similar theme, one resource specialist claimed that her function at the school was not only that of a teacher, but as "surrogate mother." She went on to emphasize the enormous array of problems confronted by these immigrant children, and how she must often address needs caused by the lack of parental supervision or understanding found in their homes.

STUDENT ACHIEVEMENT

English Reading and Comprehension

Objective: Eighty-five percent of the students will master at least two CREST objectives per twenty days of instruction.

The assessment instrument used for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pretest and posttest are computed to represent the gain score, and an index which represents the number of objectives mastered per month (20 days of instruction) is computed by dividing the mean gain by the average of months of treatment. Extensive information on CREST objectives and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The CREST was administered to students in E.S.L. classes at the beginning and end of both the fall and spring semesters. Tables 5 through 8 present the test results for students who were pretested and posttested with the same test level during each semester. Only 144 (48 percent) students were reported to be taking E.S.L. classes, and complete data were available for 104 (72 percent) program students in the fall and for 88 (61 percent) students in the spring.

Examination of Table 5 reveals that, overall, the program objective of mastering two CREST objectives per month was not achieved except by students tested at Level I in the spring. However, compared to other programs which propose an average achievement of one CREST objective per month, the students did fairly well. An average of approximately 1.3 CREST objectives per month were mastered by students in the fall, and an average of 1.4 CREST objectives per month were mastered in the spring.

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*Board of Education of the City of New York, Division of High Schools, 1978.

Tables 6 through 8 present CREST results by school. The CREST gains, as indicated by the number of CREST objectives mastered per month, are fairly uniform across schools. Program students at Theodore Roosevelt tested at Level I in the spring surpassed the goal with 2.3 objectives mastered per month. Students at William C. Bryant who were tested at Level I of the CREST also achieved the objective during the fall.

About half of the students reported were from Theodore Roosevelt, which had the longest treatment time. The patterns of objectives mastered per month were similar for Theodore Roosevelt and Springfield Gardens, but the achievement was generally higher at William C. Bryant.

TABLE 5

Results of the Criterion Referenced English Syntax Test

(All Program Students Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	39	11.9	15.7	3.8	2.5	1.5
II	45	15.3	19.7	4.4	3.3	1.4
III	20	8.6	10.9	2.3	3.3	0.7
TOTAL	104	12.7	16.5	3.8	3.0	1.3
			Spring			
I	31	11.9	17.8	5.9	3.0	2.1
II	36	15.4	18.6	3.2	3.3	1.0
III	21	8.6	11.1	2.9	3.2	0.9
TOTAL	88	12.5	16.5	4.0	3.2	1.4

*Posttest minus pretest.

•Students tested at Level I in the spring achieved the program objective by mastering at least 2 CREST objectives per month of instruction.

TABLE 6

Results of the Criterion Referenced English Syntax Test

(Program Students at Theodore Roosevelt High School

Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	10	12.8	17.7	4.9	3.5	1.4
II	31	15.2	20.1	4.8	3.7	1.3
III	11	7.4	10.2	1.9	3.7	0.5
TOTAL	52	13.1	17.5	4.3	3.6	1.2
			Spring			
I	12	9.6	18.7	9.1	3.9	2.3
II	19	16.5	19.8	3.3	3.9	0.9
III	12	7.0	9.8	2.8	3.6	0.8
TOTAL	43	11.9	16.7	4.8	3.8	1.3

*Posttest minus pretest.

•At Theodore Roosevelt, Level I students achieved the program objective in the spring by mastering 2.3 CREST objectives per month of instruction.

TABLE 7

Results of the Criterion Referenced English Syntax Test

(Program Students at Springfield Gardens High School Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	18	11.1	13.0	1.9	1.6	1.2
II	4	13.3	15.3	2.0	1.3	1.5
III	1	11.0	13.0	2.0	1.5	1.3
TOTAL	23	11.5	13.4	1.9	1.6	1.2
			Spring			
I	9	11.1	13.9	2.8	2.4	1.1
II	8	15.1	17.4	2.3	2.4	0.9
III	1	13.0	13.0	0.0	0.9	0.0
TOTAL	18	13.0	15.4	2.4	2.3	1.0

*Posttest minus pretest.

•Program students at Springfield Gardens were unable to master at least two CREST objectives per month of instruction.

TABLE 8

Results of the Criterion Referenced English Syntax Test

(Program Students at William C. Bryant High School Pretested and Posttested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	11	12.3	18.5	6.2	2.9	2.1
II	10	16.7	20.1	3.4	2.9	1.2
III	8	10.0	11.6	1.6	2.9	0.6
TOTAL	29	13.2	17.1	3.9	2.9	1.4
			Spring			
I	10	15.5	20.4	4.9	2.6	1.9
II	9	13.2	17.1	3.9	2.9	1.3
III	8	9.5	12.8	3.3	2.8	1.2
TOTAL	27	13.0	17.0	4.0	2.8	1.8

*Posttest minus pretest.

- At William C. Bryant, Level I students achieved the program objective in the fall.
- Level I students in the spring came close to but did not meet the two CREST objective per month mastery rate.

Native Language Arts

Objective: Eighty-five percent of the Haitian Creole, Korean, and Vietnamese participants will demonstrate a significant increase in their native language achievement.

No native language data were available for program students. Therefore, it is impossible to evaluate the objective in this area.

Mathematics, Science, and Social Studies

Objective: Eighty-five percent of the students will receive a passing grade in the subject areas of mathematics, science, and social studies.

Table 9 presents the passing rates for program students in these subject areas by grade and semester. Tables 10 and 11 present data for each program site by semester. The maximum number of students for whom data were reported were 219 (73 percent) for social studies, 213 (71 percent) for mathematics, and 199 (63 percent) for science.

As Table 9 indicates, the criterion of an 85 percent passing rate was met only by students in spring social studies classes. However, when the schools are examined separately (Tables 10 and 11), it can be seen that program students at William C. Bryant met or surpassed the objective in mathematics and social studies during the fall and spring semesters. Program students at Theodore Roosevelt exceeded the objective in science in the fall and in social studies in the fall and spring. Overall, students at Springfield Gardens achieved the lowest passing rates. At this site, the objective was not met in any of the content areas.

TABLE 9

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Content-Area	Grade 9 N	Grade 9 Percent Passing	Grade 10 N	Grade 10 Percent Passing	Grade 11 N	Grade 11 Percent Passing	Grade 12 N	Grade 12 Percent Passing	Total N	Total Percent Passing
				Fall						
Mathematics	34	68%	52	69%	76	80%	51	90%	213	78%
Science	31	48%	45	56%	70	79%	42	83%	188	69%
Social Studies	36	75%	46	76%	69	86%	48	92%	199	83%
				Spring						
Mathematics	39	64%	53	70%	69	83%	39	97%	200	79%
Science	33	73%	46	72%	70	79%	40	78%	189	76%
Social Studies	43	79%	57	79%	73	92%	46	85%	219	85%

- Overall passing rates generally increased from fall to spring.
- The highest overall passing rates were achieved in social studies courses both semesters.
- Passing rates for each content area consistently increased by grade in the fall. These was also an increase by grade in mathematics during the spring.

TABLE 10

Number of Program Students* Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Fall

Content Area	Grade 9 N	Grade 9 Percent Passing	Grade 10 N	Grade 10 Percent Passing	Grade 11 N	Grade 11 Percent Passing	Grade 12 N	Grade 12 Percent Passing	Total N	Total Percent Passing
Theodore Roosevelt High School										
Mathematics	11	91%	14	64%	38	79%	18	100%	81	83%
Science	14	86%	14	79%	39	87%	14	100%	81	88%
Social Studies	11	91%	7	71%	35	89%	18	94%	71	89%
Springfield Gardens High School										
Mathematics	18	56%	18	56%	15	67%	19	84%	70	66%
Science	16	13%	19	37%	17	59%	16	63%	68	43%
Social Studies	19	58%	19	63%	7	71%	19	84%	64	69%
William C. Bryant High School										
Mathematics	5	60%	19	84%	22	91%	14	86%	60	85%
Science	1	100%	12	58%	13	77%	12	92%	38	76%
Social Studies	6	100%	20	90%	26	89%	11	100%	63	94%

*In some cases, the marginals for each school may not add to the total number reported on Table 9 due to the fact that the identifying school code was missing for some students.

TABLE 11

Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Spring

Content Area	Grade 9 N	Grade 9 Percent Passing	Grade 10 N	Grade 10 Percent Passing	Grade 11 N	Grade 11 Percent Passing	Grade 12 N	Grade 12 Percent Passing	Total N	Total Percent Passing
Theodore Roosevelt High School										
Mathematics	22	77%	17	71%	35	74%	17	94%	91	78%
Science	15	87%	13	69%	35	77%	13	100%	76	82%
Social Studies	17	94%	16	75%	34	91%	12	100%	79	90%
Springfield Gardens High School										
Mathematics	10	20%	16	63%	10	90%	11	100%	47	68%
Science	16	56%	23	65%	15	67%	15	73%	69	65%
Social Studies	18	56%	20	70%	12	92%	22	73%	72	71%
William C. Bryant High School										
Mathematics	7	86%	20	75%	24	92%	11	100%	62	87%
Science	2	100%	9	89%	20	90%	12	58%	43	81%
Social Studies	8	100%	21	91%	27	93%	11	91%	67	93%

*In some cases, the marginals for each school may not add to the total number reported on Table 9 due to the fact that the identifying school code was missing for some students.

Attitude Toward School and Cultural Heritage

Objective: Eighty-five percent of the students will demonstrate an improvement in attitude towards school and their cultural heritage as measured by an appropriate attitude scale.

Of the 52 students at William C. Bryant for whom data were reported, 96.2 percent were reported to have improved in their attitudes toward school and cultural heritage. No data were reported for program students at the other two sites.

STAFF DEVELOPMENT

Objectives: Eighty percent of the program staff will demonstrate an increase in the awareness of pupil needs and problems as indicated by a 5-point inventory scale. Ninety percent of program staff will demonstrate professional growth by completing courses of study as indicated by college transcripts and certificates.

Although the results of the 5-point inventory scale were not provided, it was reported that Project BETA staff were involved in four types of staff development activities: training by the project director at the central site, participation in each school's meetings and workshops, university courses, and outside conferences.

The director held individual staff meetings to provide program orientation and presented each Title VII staff member with an information kit which includes project procedures, guidelines, and activities. The director also held curriculum and evaluation workshops for the resource specialists. Additional contacts were made throughout the year by telephone.

At each site, the Title VII staff attended monthly meetings with the respective assistant principals and E.S.L./bilingual coordinators to discuss bilingual educational issues. At one site, the school librarian presented a workshop on the use of the library for bilingual students. At another site, E.S.L. demonstration lessons were given to all teachers and paraprofessionals working with LEP students.

University courses in computers, anthropology, E.S.L., and bilingual education were taken by staff members at Hunter, Lehman, and Bank Street Colleges, as well as the City University Graduate Center.

The project director, coordinator, and resource specialists attended technical assistance workshops sponsored by the New York City Public Schools Office of Bilingual Education and an evaluation conference at the World Trade Center.

PARENTAL INVOLVEMENT

Objective: Parents of program students will demonstrate more involvement than parents of mainstream students by demonstrating a 20 percent higher attendance rate at school functions.

As attendance data for parents of mainstream students were not provided, the objective could not be assessed. However, it was reported that an average of 25 percent of program students' parents attended E.S.L., high school equivalency, and parent training classes at each site. Parents were also reported to be involved in Parent Advisory Committee meetings.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In its first year of operation, Project BETA experienced staffing and organizational difficulties at some of the sites. Now that the program is fully staffed and operational, the project shows promise in meeting its goals and objectives in the coming years.

Project BETA was most successfully implemented at William C. Bryant, although the Korean students there were not able to receive bilingual instruction in content-area courses. As a result, the program stressed individualized bilingual instruction. This, however, unduly increased the workload of the bilingual resource specialist. Cultural and career-oriented activities were also very impressive at William C. Bryant, and may serve as a model for the other sites.

The inadequacies of the physical facilities of the resource room at Theodore Roosevelt, and the fact that the resource specialist did not assume responsibility for teaching the native language arts/culture/history course made this site less successful than others in meeting program objectives. Although the physical facilities at Springfield Gardens were more adequate than at the other two sites, the native language arts/culture/history course was never implemented.

The program was generally well received by the school administrators and assistant principals at each site, especially at William C. Bryant High School, where it was praised by an assistant principal in charge of the bilingual department as being "a model program which has enhanced the overall quality of the student body and reputation of the school."

Project BETA generally did not meet its proposed objectives, although students appear to be doing well. In English language achievement, students mastered 1.3 CREST objectives per month in the fall and 1.4 CREST objectives per month in the spring. They did not achieve the proposed criterion of 2 CREST objectives per month, although their achievement rate is higher than what is usually proposed by other programs -- one CREST objective per month.

Similarly, the content area achievement objective of 85 percent passing was not met, although passing rates were generally over 75 percent. The highest passing rates were in social studies (84 percent) followed by science (79 percent), and mathematics (73 percent). No data were provided in native language achievement, student attitude toward school and culture, staff awareness of students' culture, and parental participation.

RECOMMENDATIONS

On the basis of site visits, classroom observations, and interviews with program personnel, the evaluation team recommend the following:

1. The Division of High Schools, which is responsible for the implementation of the projects at a central level might consider entering into a formal agreement with schools which elect to participate in centrally-administered multiple site programs. This agreement might make explicit the school resources to be provided as a basis for project functioning.

2. The project director could facilitate greater communication between the on-site project coordinators and resource specialists. Although they share similar problems and concerns, the BETA project staff

members at each site are not in communication with one another. They could probably benefit greatly from the exchange of information and experience.

3. An attempt might be made to attract students of the target language populations to extracurricular activities sponsored by the project. This would allow those who are already in the mainstream to provide their valuable experiences, but more importantly, moral support to their more recent immigrant counterparts.

4. Appropriate facilities and space should be found at Theodore Roosevelt High School for the BETA resource room. The resource rooms at the two other sites serve as an example of the benefits derived from setting aside such space.

5. The content of the native culture courses offered by the resource specialist at each of the sites could include aspects of the target groups' immigrant experience and community life. Literature on the immigrant communities are available in the native languages and might become part of the collection in the resource room at each of the sites.

6. Objectives for achievement in English, content areas, and native language might be modified to reflect more realistic expectations and the achievement rates of other bilingual programs.

7. Data collection should be monitored more closely to ensure that data are kept and reported to measure proposed objectives.